



Serving Communities and Families

SFC 2.3 Describe health and safety concerns relating to community and family services.

Field Trips/ Facility Mapping

Activity 12- Student Engagement

Core Standard: Describe health and safety concerns relating to community and family services.

Objective: Student will be able to access health and safety information in the workplace.

Activity: Field Trip with Facility Mapping

Instructions to Teacher:

- Contact area daycare, nursing home, senior care, shelters, etc. for permission to bring students to map the facility as a learning activity for the unit.
- In groups of 2 - 3 have students develop an evacuation plan for a business
 - draw the parameter of the building (include any exits). This does not have to be drawn to scale.
 - include interior walls, fixtures, doors, windows
 - include directions how to get out of the building safely
 - include where to go once outside
 - include a code system, if available, representing various emergencies
- To extend the learning to ADAPTATION:
 - Once the evacuation plan is completed have the students individually draw a teacher-made scenario
 - Using the scenario, have the students brainstorm to determine the best plan of action to immediately evacuate the building
- Write a two-paragraph essay describing:
 - the original evacuation plan
 - the teacher-made scenario
 - how they handled the new emergency situation, if the original plan worked or if they had to modify the plan

Instructions to Students:

- See teacher instructions

Assessment for Activity: Completion of evacuation plan, Essay rubric

Approximate Length of Time for Activity: 120 – 180 minutes

Materials Needed:

Paper; pencils; markers; crayons; rules; teacher-made scenarios; Rubric - Evacuation Essay

Scenarios for Extended Learning:

There is a gunman at the front door!

A tornado is heading toward the back door.

A fire has broken out in a trash can at your facility?

The fire alarm goes off and you don't know why?

Smoke starts coming through the air conditioning vents.

There has been a chemical spill in the main area of your facility.

An explosion has occurred and people are hurt.

A wall has collapsed blocking the front doors and all of the windows.

A water line has broken and is flooding the building getting close to the electrical outlets.

A fight breaks out in your facility and a woman pulls a knife.

RUBRIC - Evacuation Essay

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Amount of Information	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors.	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Diagrams & Illustrations	Diagrams and illustrations are neat, accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are neat and accurate and sometimes add to the reader's understanding of the topic.	Diagrams and illustrations are not accurate OR do not add to the reader's understanding of the topic.
Paragraph Construction	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.

Adapted from: CTE/FCAT Connections: Health and Safety Issues in the Workplace
<http://www.career-connection.org/CareerConnectionFCAT/Default.aspx>